DOCUMENT RESUME

ED 393 482 JC 960 177

TITLE Survey of Enrolled Students. Summary Report as Part of the Planning, Evaluation, and Assessment Review (PEAR) System. Research Report Number 1.

INSTITUTION Saint Petersburg Junior Coll., FL. Office of Institutional Research.

PUB DATE Mar 96

NOTE 41p.

PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Community Colleges; Library Services; Parking Facilities; Participant Satisfaction; *Program Effectiveness; *School Effectiveness; Self Evaluation (Groups); *Student Attitudes; Student Surveys; Two Year Colleges; *Two Year College Students

IDENTIFIERS *Saint Petersburg Junior College FL

ABSTRACT

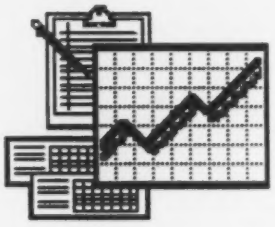
As part of a college-wide assessment effort, St. Petersburg Junior College (Florida) conducted a survey of enrolled students in October 1995 to determine their perceptions of the quality of the college's academic and student support services. Questionnaires were distributed to 6,197 students, asking them to rate 28 college services on a 5-point scale. Study results, based on a 70% response rate (n=4,311), included the following: (1) 57% of the respondents were female, 69% were over the age of 19, and 80% were White; (2) the library was the highest rated service at 4.01, while parking was the lowest rated at 2.48; (3) the other four highest rated services were overall quality of instruction, overall quality of educational program content, the application and admission processes, and supplemental instructional centers; (4) the other four lowest rated services were food services, student publications, general information on programs and services, and career counseling and services; (5) day students rated academic services higher than evening students; (6) students with 15 or less credits rated college services lower than students with 16 or more credits; and (7) student responses to open-ended questions cited the helpfulness of the library staff and the lack of available parking spaces. Data tables and the survey instrument are included. (BCY)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 393 482

SPJC

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S. E. Fischer
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SURVEY OF ENROLLED STUDENTS SUMMARY REPORT

as part of the

PLANNING, EVALUATION AND ASSESSMENT REVIEW (PEAR) SYSTEM

at **ST. PETERSBURG JUNIOR COLLEGE**

Research Report Number 1
MARCH 1996

JC 960 177

BEST COPY AVAILABLE

REPORT ON THE SURVEY OF ENROLLED STUDENTS, 1995-96
St. PETERSBURG JUNIOR COLLEGE

EXECUTIVE SUMMARY

The Survey of Enrolled Students (SES) is one component of a college-wide assessment system at St. Petersburg Junior College. The primary purpose of the SES is to get an overall picture of enrolled students' assessment of the quality of the academic and student support services that the College provides. This report presents the findings from the first annual Survey of Enrolled Students at SPJC, which was conducted in October 1995. The SES was distributed to 6,197 students enrolled in day classes or clinical sections that met at 10:10 a.m. and evening classes that were in session between the hours of 5:45 to 7:30 p.m. Students enrolled in dual credit, cooperative education, distance learning, non-credit and television courses were not surveyed. Four thousand three hundred eleven (4311) surveys were returned for a response rate of 70%. Approximately 27% were returned blank or incomplete. Three percent were not distributed by instructors at the designated class times. On this survey, students were asked to rate 28 College services on a five-point scale, with 5 (Excellent) the most positive score, and 1 (Poor) the most negative. The SES also contained three open-ended questions relating to the quality of the College's academic and student support services.

RESPONDENTS

Fifty-seven percent of the respondents were female. Sixty-nine percent of the students were over the age of 19. Eighty percent of the respondents were White, 8% Black, 4% Hispanic, 4% Asian and 1% Native American. Forty-four percent of the students received most of their services from the Clearwater Campus, 41% from St. Pete/Gibbs Campus, 12% from Tarpon Springs/Canal Park and less than 1% from the Health Education and Allstate Centers respectfully. A total of 18% earned a high school diploma or GED within the past year. Over half the students have earned 16 or more credit hours. The majority of students attended day classes. Over three-fourths planned to get an AA degree.

With exceptions of age and degree goal, the profile of the respondents was representative of the Fall 1995 credit student enrollment demographics. With respect to these factors, the percentage of survey students 24 years or less was higher (63.4%) than the Fall credit student profile (51.0%); like wise the percentage of survey students seeking an AS degree (26.2%) was

more than the credit student profile (15.6%). The profile of respondents from the Health Education Center was not representative of the Fall student profile because the sampling technique eliminated students who were enrolled during the 10:00 a.m. hour but whose classes didn't start at that time.

RATINGS ON SERVICES

Overall student ratings on services occupied a broad spectrum on the five-point scale, ranging from 2.48 to 4.01. The "Library" was the highest rated service and "Parking" was the lowest rated service overall. The top five rated services overall were: "Library," "Overall Quality of Instruction," "Overall Quality of Educational Program Content," "Application/Admission Process," and "Supplemental Instructional Centers". The five lowest rated services overall were: "Parking," "Food Service," "Student Publications," "General Information on Programs and Services," and "Career Counseling and Career Services". It should be noted that a review of the responses strongly indicates when students rated "Career Counseling and Career Services," they were commenting on the services provided by academic advisors and the counseling area.

When comparing the service ratings of students with different background and demographic characteristics several differences were seen. Day students rated student/academic services higher than evening students. Students with 15 or less credits rated College services lower than students with 16 or more earned credit hours. Black, Asian and Native American students generally rated the academic and student support services higher than White and Hispanic students.

USAGE OF STUDENT AND ACADEMIC SERVICES

In order to obtain an indication of the student usage of each academic and support service, the number of respondents rating the services was calculated omitting those students who either marked "N/A" or who left the item blank. Using this proxy as an indicator of student usage it was interesting to note that: (1) "Library" services ranked first in terms of quality but twelfth in usage; (2) "Overall Quality of Instruction" and "Application/Admission Process" ranked among the first five in terms of both quality and the number of students evaluating these services; (3) "Supplemental Instructional Centers" ranked fifth in terms of quality but twenty-fifth in terms of usage; and (4) "Parking" ranked last in terms of quality and seventh in terms of usage.

STUDENT RESPONSES

Several comments made by the respondents to the open-ended questions provided insight into the five highest rated student and academic support services. The Library staff is helpful and knowledgeable on the different services offered by the Library. Students noted that the Library is a clean, comfortable place to study and complete assignments. On-line research materials are extensive and kept current. The extended evening and weekend hours are convenient. Students found the "Overall Quality of Instruction" provided by the College was outstanding for several reasons. Instructors are qualified to teach in their subject areas, use different and effective teaching styles and are motivated to help students learn. Instructors are student-oriented and easily accessible for providing additional help. Students also found that the "Overall Quality of Educational Program Content" at the College was outstanding. The content of many of the programs and related courses was viewed as being helpful as they prepare for the workforce or further education. The "Application/ Admissions Process" is quick and convenient. The staff is helpful and available to help students and answer questions. The "Supplemental Instructional Centers" are helpful in bringing up students' skills in reading, writing and math to college level. Several students commented that they would not have been able to successfully complete courses without the help provided by the centers.

The comments made by students to the open-ended questions also offer useful suggestions for improving four of the five lowest-rated services. "Food Services" could be improved by offering more of a variety of healthy foods in the vending machines. Concerns about "Student Publications" and "General Information about Programs and Services" could be addressed by placing student publications and flyers in areas that students frequent. Suggestions for improving "Counseling Services" included: developing a system that would allow students to periodically meet with assigned counselors and providing more current information programs of the College. The suggestions for improving "Parking" were complex, and require more in-depth review and discussion.

Many valuable insights were gained about the services and programs offered by the College from this survey. In order to continually learn about and improve the quality of the academic and student support services of the College and as an aid to unit planning at the departmental level, the Survey of Enrolled Students will be administered annually during the Fall semester.

Report on the Survey of Enrolled Students, 1995-96
St. Petersburg Junior College

BACKGROUND

The Survey of Enrolled Students (SES) was developed at St. Petersburg Junior College as one component of a college-wide assessment system to ensure the delivery of quality academic and student support services. It's purpose was two-fold: to gauge the satisfaction level of enrolled students with regard to College academic and student support services and to improve services on the basis of the information provided. It is expected that the responses to the College's services will be followed by focus groups and surveys at the unit level.

The survey has three major sections. On the first section, students were asked to provide demographic and academic information. Next, survey respondents were asked to rate their level of satisfaction on services they receive in the 28 academic and student support areas. In the third section, students responded to three open-ended questions relating to the quality of the College's academic and student support services. In the second section of the survey, ratings are given on a five point scale with five (excellent) being the highest possible rating and one (poor) the lowest. A copy of the survey is included in Appendix A. The report that follows presents the findings from the first annual Survey of Enrolled Students.

THE RESPONDENTS

In the fall semester of 1995, the first annual SPJC Survey of Enrolled Students was administered to 6197 students enrolled in day classes or clinical sections that met at 10:10 a.m.. and evening classes that were in session between the hours of 5:45 to 7:30 p.m. on October 25, 1995. Students enrolled in dual credit, cooperative education, distance learning, non-credit and television courses were not surveyed. There were 4311 surveys returned, for a response rate of 70%. Twenty seven percent (1886) surveys were distributed to classes but were returned blank or incomplete, presumably for students who were absent on October 25, 1995 or had withdrawn. Three percent (213) were not distributed by instructors at the designated course times. Of the 4311 respondents, 44% (1930)

were from the Clearwater Campus, 42% (1800) were from the St. Pete/Gibbs Campus, 12% (522) were from the Tarpon Springs/Canal Park Centers, 1% (31) were from the Health Education Center, and 1% (28) were from the Allstate Center.

BACKGROUND CHARACTERISTICS

Demographic and Background Profile

The information shown in Table 1 gives a demographic profile of the respondents. Analysis of the demographic characteristics of the respondents revealed the following information:

- Fifty-seven percent of the students were females.
- Two thirds of the students (69%) were over the age of 19.
- Eighty percent of the respondents were White, 8% Black, 4% Hispanic, 4% Asian and 1% were Native American.
- Forty-four percent of the respondents received most of their services from the Clearwater Campus, 41% from the St. Pete/Gibbs Campus and 12% received their services from the Tarpon Springs/Canal Park.
- A total of 18% of the students graduated from high school or earned a GED during the past year.
- Fifty-five percent of the students have earned 16 or more credit hours at SPJC.
- Among the students surveyed, 70% indicated that they attended classes during the day.
- Sixty-seven percent of the respondents indicated that they planned to get an Associate in Arts degree and 26% planned to obtain an Associate in Science degree from SPJC.

The information shown in Appendix B gives a demographic profile of the students by campus.

TABLE 1

BACKGROUND/DEMOGRAPHIC INFORMATION
SAMPLE OF ENROLLED STUDENTS - COLLEGE-WIDE

	Number	Percent
Gender		
Female	2440	57.4
Male	1812	42.6
Total	4252	100.0
No Response	59	1.3
Age		
19 and under	1339	31.3
20 - 24	1373	32.1
25 - 39	1225	28.6
40 - 54	317	7.4
55 or over	24	0.6
Total	4278	100.0
No Response	33	0.7
Ethnicity		
AmericanIndian/Alaskan Native	58	1.4
Asian Pacific Islander	171	4.2
Black/Non-Hispanic	331	7.9
Hispanic	178	4.3
White	3327	79.7
Other	106	2.5
Total	4171	100.0
No Response	140	3.2
Campus for Services		
St. Pete/Gibbs	1800	41.8
Clearwater	1930	44.8
Tarpon Springs/Canal Park	522	12.1
Health Education Center	31	0.7
Allstate Center	28	0.6
Other	00	0.0
Total	4311	100.0
No Response	00	0.0

	Number	Percent
Years Since High School Graduation or GED		
During past year	772	18.3
1 - 3	1511	35.7
4 - 5	373	8.8
More than 5 years ago*	1573	37.2
Total	4229	100.0
No Response	82	1.9
Number of Credits Earned at SPJC		
0 - 15	1900	44.9
16 - 30	894	21.1
31 - 45	598	14.1
Over 45	838	19.9
Total	4230	100.0
No Response	81	1.9
Classes Taken		
During the day	2976	70.2
In the Evening	1266	29.8
Total	4242	100.0
No Response	69	1.6
Degree Goal at SPJC		
Associate Arts	2921	67.6
Associate Science	1131	26.2
Certificate	25	0.5
None	180	4.2
Other	63	1.5
Total	4320	100.0
No Response	0	0.0

Comparison of Fall 1995 Student Population

Table 2 provides the demographic profile of the Fall 1995 student population. A review of the demographic characteristics of Fall 1995 student population revealed the following:

- 60 percent of the students were female.
- Eighty percent of the students were over 19 years old.
- Eighty-four percent of the Fall term students were White, 7% Black, 4% Hispanic, 3% Asian and 1% Native American.
- Forty-four percent of the students attend classes primarily on the St.Pete/Gibbs Campus, 35% on the Clearwater Campus, 12% on the Tarpon Springs Campus, 5% at the Health Education Center and 1% at the Allstate Center.
- Sixty-eight percent of the Fall term students are working towards an Associate in Arts degree and 14% plan to complete an Associate in Science Degree.

With exceptions of age and degree goal, the profile of the respondents was representative of the Fall 1995 credit student enrollment demographics. With respect to these factors, the percentage of survey students 24 years or less was higher (63.4%) than the Fall credit student profile (51.0%); like wise the percentage of survey students seeking an AS degree (26.2%) was more than the credit student profile (15.6%). The students in both groups are predominately white, female, average 20-39 years of age, primarily attend classes and receive their academic and student support services from the St. Pete/Gibbs and Clearwater campuses and plan to complete an AA degree. The number of students surveyed at the Health Education Center was minimal due to the scheduling of courses and clinical sessions. Thus, these responses may not reflect the opinion about academic and student support services at this Center.

RATINGS ON ACADEMIC AND STUDENT SERVICES

Student Ratings

On the SES, students were asked to rate the College's student and academic services on a single five-point scale ranging from "Excellent" (Five) to "Poor" (One). Table 3 shows the students' ratings campus-wide on

TABLE 2

BACKGROUND/DEMOGRAPHIC INFORMATION
ENROLLED STUDENTS - FALL 1995

	Number	Percent
Gender		
Female	13226	60.8
Male	8523	39.2
Age		
19 and under	4438	20.4
20 - 24	5997	27.6
25 - 29	3356	15.4
30 - 39	4633	21.3
40 - 49	2349	10.8
50 - 59	662	3.1
60 or over	306	1.4
Not Known	8	0.0
Ethnicity		
American Indian/Alaskan Native	236	1.1
Asian Pacific Islander	731	3.4
Black/Non-Hispanic	1550	7.1
Hispanic	875	4.0
White	18357	84.4
Other	0	0.0
Campus		
St. Pete/Gibbs	9695	44.6
Clearwater	7804	35.9
Tarpon Springs	2770	12.7
Health Education Center	1141	5.3
Allstate Center	339	1.5
Degree Goal at SPJC		
Associate Arts	14938	68.6
Associate Science	3209	14.8
Other	3602	16.6

TABLE 3

OVERVIEW OF SURVEY OF ENROLLED STUDENTS FINDINGS ON ACADEMIC AND STUDENT SUPPORT SERVICES

ACADEMIC AND STUDENT SERVICE	MEAN *
1. Library	4.01
2. Overall quality of instruction	3.83
3. Overall quality of educational program content	3.75
4. Application/admission process	3.74
5. Supplemental instructional centers	3.73
6. Personal safety and security	3.69
7. Attractiveness of the campus	3.67
8. Selection of courses offered	3.61
9. Bookstore	3.59
10. Business office	3.57
11. Official mailings received from the College	3.56
12. Specialized academic support services	3.56
13. Overall rating of student support services	3.54
14. Out-of-class access to computers	3.53
15. Registration process	3.51
16. Convenience of times classes are offered	3.49
17. Initial testing for placement in courses	3.44
18. Job/career and ELP Center	3.43
19. Facilities and equipment	3.43
20. Student activities	3.39
21. Orientation	3.38
22. Academic advising	3.35
23. Financial aid office	3.29
24. Career counseling and career assessment	3.28
25. General information about programs and services	3.28
26. Student publications	3.25
27. Food service	3.16
28. Parking	2.48

*Services rank ordered by mean rating

student/academic services rank-ordered by mean. There was a considerable spread among all scores, ranging from 2.48 "Parking" to 4.01 "Library" overall. The top five rated student/academic services were: "Library" (4.01), "Overall Quality of Instruction" (3.83), "Overall Quality of Educational Program Content" (3.75), "Application/Admission Process" (3.74), and "Supplemental Instructional Centers" (3.73). The "Library," "Application/Admission Process," and the "Supplemental Instructional Centers" render direct and often individualized service to students. On the academic side, students were very satisfied overall with the quality of their educational experiences.

The five lowest rated services included: "Career Counseling and Career Assessment" (3.28), "General Information About Programs and Services" (3.28), "Student Publications" (3.25), "Food Services" (3.16), and "Parking" (2.48). It should be noted that a review of the responses strongly indicates that when students rated "Career Counseling and Career Assessment" they were commenting on the services provided by academic advisors and the counseling area.

Usage of Student and Academic Services

Another important piece of information contained in Table 4 is the level of use of each of the student/academic services received from the students. College-wide, four thousand three hundred and eleven (4311) respondents completed the survey. Sixteen of the services listed were used by 90% or more of the respondents. The "Application/Admission Process" and the "Overall Quality of Instruction", two of the most widely used student/academic services, also were among the most highly rated services. Four services were used by fewer than 70% of the students, including: the "Financial Aid Office," "Supplemental Instructional Centers," "Job/Career and ELP Center," and "Student Activities". "Supplemental Instructional Centers" with a mean rating of 3.75 was ranked fifth, but based on student usage it was ranked twenty-fifth. It is reasonable to assume that the "Supplemental Instructional Centers" are not as widely used as other support services, but the students who use these centers are very satisfied with the various services provided for them.

Day vs. Evening Students

The manner in which day and evening students rated student/academic services was somewhat different from the overall ratings. Service ratings by day and evening students are presented in Tables 5 and 6. Day students

TABLE 4

OVERVIEW OF SURVEY OF ENROLLED STUDENTS FINDINGS ON ACADEMIC AND STUDENT SUPPORT SERVICES BY STUDENT USAGE (n=4311)

ACADEMIC AND STUDENT SERVICE	USAGE*
1. Application/admission process	4246
2. Overall quality of instruction	4235
3. Bookstore	4234
4. Convenience of times classes are offered	4219
5. Registration process	4216
6. Selection of courses offered	4211
7. Parking	4207
8. Overall quality of educational program content	4206
9. Attractiveness of the campus	4201
10. Personal safety and security	4164
11. Academic advising	4100
12. Library	4081
13. General information about programs and services	4070
14. Official mailings received from the College	4033
15. Facilities and equipment	4005
16. Initial testing for placement in courses	3896
17. Overall rating of student support services	3542
18. Business office	3526
19. Food services	3475
20. Career counseling and career assessment	3447
21. Orientation	3433
22. Out-of-class access to computers	3418
23. Student publications	3135
24. Financial aid office	2970
25. Supplemental instructional centers	2963
26. Job/career and ELP Center	2591
27. Student activities	2508
28. Specialized academic support services	2049

*Services rank ordered by student usage

TABLE 5

OVERVIEW OF SURVEY OF ENROLLED STUDENTS FINDINGS ON ACADEMIC AND STUDENT SUPPORT SERVICES DAY STUDENTS

ACADEMIC AND STUDENT SERVICE	MEAN*
1. Library	4.04
2. Overall quality of instruction	3.82
3. Supplemental instructional centers	3.80
4. Overall quality of educational program content	3.77
5. Application/admission process	3.74
6. Personal safety and security	3.71
7. Attractiveness of the campus	3.68
8. Out-of-class access to computers	3.64
9. Selection of courses offered	3.64
10. Bookstore	3.62
11. Overall rating of student support services	3.59
12. Official mailings received from the College	3.58
13. Business office	3.57
14. Convenience of times classes are offered	3.57
15. Specialized academic support services	3.57
16. Registration process	3.51
17. Facilities and equipment	3.46
18. Job/career and ELP Center	3.45
19. Initial testing for placement in courses	3.44
20. Student activities	3.42
21. Orientation	3.39
22. Academic advising	3.36
23. Financial aid office	3.30
24. Career counseling and career assessment	3.28
25. Student publications	3.27
26. General information about programs and services	3.26
27. Food services	3.20
28. Parking	2.37

*Services rank ordered by mean rating

TABLE 6

OVERVIEW OF SURVEY OF ENROLLED STUDENTS FINDINGS ON ACADEMIC AND STUDENT SUPPORT SERVICES EVENING STUDENTS

ACADEMIC AND STUDENT SERVICE	MEAN*
1. Library	3.93
2. Overall quality of instruction	3.86
3. Application/admission process	3.74
4. Overall quality of educational program content	3.72
5. Personal safety and security	3.64
6. Attractiveness of the campus	3.63
7. Business office	3.58
8. Supplemental instructional centers	3.57
9. Bookstore	3.53
10. Selection of courses offered	3.53
11. Registration process	3.51
12. Official mailings received from the College	3.50
13. Initial testing for placement in courses	3.46
14. Specialized academic support services	3.46
15. Overall rating of student support services	3.45
16. Job/career and ELP Center	3.39
17. Orientation	3.36
18. Facilities and equipment	3.34
19. General information about programs and services	3.34
20. Academic advising	3.33
21. Convenience of times classes are offered	3.31
22. Student activities	3.30
23. Career counseling and career assessment	3.28
24. Financial aid office	3.26
25. Out-of-class access to computers	3.24
26. Student publications	3.21
27. Food services	3.04
28. Parking	2.75

*Services rank ordered by mean rating

rated 22 services higher than the evening students. The six services rated higher by the evening students include: "Overall Quality of Instruction" (3.86), "Business Office" (3.58), "Initial Testing and Placement In Courses" (3.46), "General Information About Program & Services" (3.34), "Academic Advising" (3.33), and "Parking" (2.75). The higher ratings for the "Business Office," "Initial Testing for Placement In Courses," and "Academic Advising" are puzzling, since it is assumed that evening students would have limited access to these services. "Parking" was rated the lowest service by both groups, but day students rated "Parking" 0.38 lower than the evening students. It is reasonable to assume that this discrepancy is due to the larger percentage of students taking day classes. In general, the day students gave higher ratings on the student/academic services than did the evening students. The only service with a rating difference of 0.4 or greater was, "Out-of-Class Access to Computers,". Day students rated this service 3.64 while evening students rated it 3.24.

Number of Credit Hours Earned

There were some differences in ratings based on the number of credits earned by students attending the College. Tables 7-10 show student/academic services versus number of credits earned at SPJC. In general, students who earned 15 or fewer credit hours, rated student/academic services higher than students who earned 16 or more credit hours. The greatest discrepancies in ratings when comparing students with 15 or less earned credit hours to students with over 45 credit hours were seen for: "Bookstore" (0.59), "Convenience of Times Classes are Offered" (0.55) and "Career Counseling and Career Assessment" (0.43). Why students with more than 45 credits rated these services lower is not clear.

ETHNIC GROUPS

When the students were separated into ethnic groups, and comparisons were made between the overall student sample and the five ethnic categories, some striking differences appeared. Tables 11-15 show the ratings for the service/academic units by ethnic group. The "Library" and "Overall Quality of Instruction" were rated among the top five student services by all the ethnic groups. In contrast, "Parking" was rated the lowest student service by all ethnic groups. "Food Service" and "Student Publications" were rated among the five lowest services by four of the five groups of ethnic students.

TABLE 7

OVERVIEW OF SURVEY OF ENROLLED STUDENTS FINDINGS ON ACADEMIC AND STUDENT SUPPORT SERVICES STUDENTS WITH 0 TO 15 EARNED CREDITS

ACADEMIC AND STUDENT SERVICE	MEAN*
1. Library	4.10
2. Supplemental instructional centers	3.87
3. Bookstore	3.85
4. Overall quality of instruction	3.84
5. Application/admission process	3.81
6. Overall quality of educational program content	3.81
7. Selection of courses offered	3.77
8. Personal safety and security	3.76
9. Attractiveness of the campus	3.75
10. Convenience of times classes are offered	3.73
11. Out-of-class access to computers	3.70
12. Business office	3.68
13. Overall rating of student support services	3.68
14. Specialized academic support services	3.66
15. Registration process	3.60
16. Official mailings received from the College	3.57
17. Job/career and ELP Center	3.56
18. Facilities and equipment	3.53
19. Initial testing for placement in courses	3.51
20. Academic advising	3.49
21. Career counseling and career assessment	3.45
22. Orientation	3.45
23. Student activities	3.44
24. Financial aid office	3.41
25. Food services	3.34
26. General information about programs and services	3.33
27. Student publications	3.32
28. Parking	2.61

*Services rank ordered by mean rating

TABLE 8

OVERVIEW OF SURVEY OF ENROLLED STUDENTS FINDINGS ON ACADEMIC AND STUDENT SUPPORT SERVICES STUDENTS WITH 16 TO 30 EARNED CREDITS

ACADEMIC AND STUDENT SERVICE	MEAN*
1. Library	3.98
2. Overall quality of instruction	3.80
3. Overall quality of educational program content	3.71
4. Application/admission process	3.70
5. Supplemental instructional centers	3.68
6. Personal safety and security	3.64
7. Attractiveness of the campus	3.60
8. Official mailings received from the College	3.59
9. Selection of courses offered	3.55
10. Business office	3.53
11. Overall rating of student support services	3.49
12. Specialized academic support services	3.49
13. Registration process	3.48
14. Bookstore	3.48
15. Initial testing for placement in courses	3.42
16. Job/career and ELP Center	3.42
17. Out-of-class access to computers	3.39
18. Facilities and equipment	3.39
19. Orientation	3.39
20. Convenience of times classes are offered	3.38
21. Student activities	3.37
22. Academic advising	3.30
23. Career counseling and career assessment	3.26
24. General information about programs and services	3.26
25. Student publications	3.24
26. Financial aid office	3.20
27. Food services	3.09
28. Parking	2.38

*Services rank ordered by mean rating

TABLE 9

OVERVIEW OF SURVEY OF ENROLLED STUDENTS FINDINGS ON ACADEMIC AND STUDENT SUPPORT SERVICES STUDENTS WITH 31 TO 45 EARNED CREDITS

ACADEMIC AND STUDENT SERVICE	MEAN*
1. Library	3.92
2. Overall quality of instruction	3.85
3. Overall quality of educational program content	3.74
4. Supplemental instructional centers	3.72
5. Application/admission process	3.70
6. Personal safety and security	3.66
7. Official mailings received from the College	3.63
8. Attractiveness of the campus	3.61
9. Overall rating of student support services	3.60
10. Business office	3.51
11. Specialized academic support services	3.48
12. Selection of courses offered	3.45
13. Registration process	3.45
14. Out-of-class access to computers	3.43
15. Bookstore	3.42
16. Initial testing for placement in courses	3.38
17. Student activities	3.38
18. Orientation	3.36
19. Facilities and equipment	3.35
20. Job/career and ELP Center	3.34
21. Convenience of times classes are offered	3.31
22. General information about programs and services	3.25
23. Academic advising	3.24
24. Financial aid office	3.24
25. Student publications	3.21
26. Career counseling and career assessment	3.19
27. Food services	2.97
28. Parking	2.37

*Services rank ordered by mean rating

TABLE 10

OVERVIEW OF SURVEY OF ENROLLED STUDENTS FINDINGS ON ACADEMIC AND STUDENT SUPPORT SERVICES STUDENTS OVER 45 EARNED CREDITS

ACADEMIC AND STUDENT SERVICE	MEAN*
1. Library	3.92
2. Overall quality of instruction	3.82
3. Overall quality of educational program content	3.67
4. Application/admission process	3.64
5. Attractiveness of the campus	3.60
6. Personal safety and security	3.58
7. Supplemental instructional centers	3.54
8. Official mailings received from the College	3.44
9. Business office	3.43
10. Out-of-class access to computers	3.43
11. Overall rating of student support services	3.42
12. Selection of courses offered	3.40
13. Registration process	3.38
14. Initial testing for placement in courses	3.36
15. Specialized academic support services	3.35
16. Student activities	3.33
17. Facilities and equipment	3.31
18. Job/career and ELP Center	3.26
19. Bookstore	3.26
20. Orientation	3.24
21. General information about programs and services	3.21
22. Convenience of times classes are offered	3.18
23. Academic advising	3.16
24. Student publications	3.15
25. Financial aid office	3.14
26. Career counseling and career assessment	3.02
27. Food services	3.00
28. Parking	2.39

*Services rank ordered by mean rating

TABLE 11

OVERVIEW OF SURVEY OF ENROLLED STUDENTS FINDINGS ON ACADEMIC AND STUDENT SUPPORT SERVICES AMERICAN INDIAN/ALASKAN NATIVE

ACADEMIC AND STUDENT SERVICE	MEAN*
1. Library	4.13
2. Supplemental instructional centers	4.00
3. Overall quality of instruction	3.85
4. Overall quality of educational program content	3.85
5. Attractiveness of the campus	3.82
6. Out-of-class access to computers	3.80
7. Selection of courses offered	3.78
8. Personal safety and security	3.76
9. Job/career and ELP Center	3.76
10. Specialized academic support services	3.73
11. Student activities	3.72
12. Application/admission process	3.72
13. Facilities and equipment	3.72
14. Business office	3.71
15. Official mailings received from the College	3.69
16. Bookstore	3.69
17. General information about programs and services	3.66
18. Food services	3.65
19. Initial testing for placement in courses	3.62
20. Convenience of times classes are offered	3.61
21. Orientation	3.60
22. Career counseling and career assessment	3.58
23. Academic advising	3.58
24. Student publications	3.56
25. Overall rating of student support services	3.55
26. Registration process	3.39
27. Financial aid office	3.33
28. Parking	2.70

*Services rank ordered by mean rating

TABLE 12

OVERVIEW OF SURVEY OF ENROLLED STUDENTS FINDINGS ON ACADEMIC AND STUDENT SUPPORT SERVICES ASIAN PACIFIC ISLANDER

ACADEMIC AND STUDENT SERVICE	MEAN*
1. Library	4.00
2. Overall quality of instruction	3.70
3. Business office	3.68
4. Official mailings received from the College	3.67
5. Supplemental instructional centers	3.66
6. Personal safety and security	3.65
7. Application/admission process	3.63
8. Overall quality of educational program content	3.61
9. Out-of-class access to computers	3.55
10. Selection of courses offered	3.53
11. Specialized academic support services	3.52
12. Bookstore	3.50
13. Registration process	3.50
14. Convenience of times classes are offered	3.48
15. Financial aid office	3.48
16. Orientation	3.48
17. Overall rating of student support services	3.47
18. Academic advising	3.44
19. Initial testing for placement in courses	3.41
20. Attractiveness of the campus	3.40
21. General information about programs and services	3.40
22. Facilities and equipment	3.85
23. Career counseling and career assessment	3.36
24. Job/career and ELP Center	3.35
25. Student activities	3.33
26. Student publications	3.27
27. Food services	3.03
28. Parking	2.44

*Services rank ordered by mean rating

TABLE 13

OVERVIEW OF SURVEY OF ENROLLED STUDENTS FINDINGS ON ACADEMIC AND STUDENT SUPPORT SERVICES BLACK/NON-HISPANIC

ACADEMIC AND STUDENT SERVICE	MEAN*
1. Library	4.12
2. Specialized academic support services	3.88
3. Supplemental instructional centers	3.84
4. Overall quality of educational program content	3.81
5. Out-of-class access to computers	3.80
6. Application/admission process	3.79
7. Overall quality of instruction	3.77
8. Academic advising	3.76
9. Overall rating of student support services	3.70
10. Bookstore	3.68
11. Business office	3.67
12. Official mailings received from the College	3.66
13. Attractiveness of the campus	3.66
14. Job/career and ELP Center	3.66
15. Selection of courses offered	3.65
16. Registration process	3.64
17. Career counseling and career assessment	3.63
18. Convenience of times classes are offered	3.59
19. Initial testing for placement in courses	3.59
20. Facilities and equipment	3.57
21. Personal safety and security	3.56
22. General information about programs and services	3.55
23. Student publications	3.54
24. Orientation	3.53
25. Student activities	3.51
26. Financial aid office	3.50
27. Food services	3.15
28. Parking	2.37

*Services rank ordered by mean rating

TABLE 14

OVERVIEW OF SURVEY OF ENROLLED STUDENTS FINDINGS ON ACADEMIC AND STUDENT SUPPORT SERVICES HISPANIC

ACADEMIC AND STUDENT SERVICE	MEAN*
1. Library	4.01
2. Overall quality of instruction	3.87
3. Application/admission process	3.83
4. Overall quality of educational program content	3.73
5. Attractiveness of the campus	3.72
6. Personal safety and security	3.68
7. Supplemental instructional centers	3.66
8. Business office	3.59
9. Registration process	3.58
10. Official mailings received from the College	3.58
11. Selection of courses offered	3.58
12. Initial testing for placement in courses	3.57
13. Out-of-class access to computers	3.56
14. Overall rating of student support services	3.54
15. Specialized academic support services	3.52
16. Convenience of times classes are offered	3.51
17. Facilities and equipment	3.51
18. Bookstore	3.50
19. Student activities	3.45
20. Academic advising	3.45
21. Financial aid office	3.40
22. Job/career and ELP Center	3.38
23. Orientation	3.38
24. Career counseling and career assessment	3.34
25. General information about programs and services	3.32
26. Student publications	3.19
27. Food services	3.10
28. Parking	2.57

*Services rank ordered by mean rating

TABLE 15

OVERVIEW OF SURVEY OF ENROLLED STUDENTS FINDINGS ON ACADEMIC AND STUDENT SUPPORT SERVICES WHITE

ACADEMIC AND STUDENT SERVICE	MEAN*
1. Library	4.00
2. Overall quality of instruction	3.84
3. Overall quality of educational program content	3.75
4. Application/admission process	3.74
5. Supplemental instructional centers	3.73
6. Personal safety and security	3.70
7. Attractiveness of the campus	3.68
8. Selection of courses offered	3.61
9. Bookstore	3.59
10. Business office	3.55
11. Official mailings received from the College	3.54
12. Overall rating of student support services	3.52
13. Specialized academic support services	3.51
14. Out-of-class access to computers	3.50
15. Registration process	3.49
16. Convenience of times classes are offered	3.48
17. Initial testing for placement in courses	3.42
18. Job/career and ELP Center	3.41
19. Facilities and equipment	3.41
20. Student activities	3.37
21. Orientation	3.35
22. Academic advising	3.30
23. General information about programs and services	3.24
24. Financial aid office	3.24
25. Career counseling and career assessment	3.22
26. Student publications	3.22
27. Food services	3.16
28. Parking	2.49

*Services rank ordered by mean rating

American Indian/Alaskan Native

The students in this ethnic group rated "Attractiveness of the Campus" higher than the other groups; with the exception of the Hispanic group. Both groups ranked this service fifth with means of 3.82 and 3.72 respectively. This group rank-ordered two student/academic services lower than the sample: "Overall Rating of Student Services" (3.55) was ranked twenty-fifth and the "Registration Process" (3.39) was ranked twenty-sixth.

Asian Pacific Islander

Students of this ethnicity rated two student support services higher and two services lower than the College sample. The "Business Office" (3.68) was ranked third and "Official Mailings from the College" (3.67) was ranked fourth. In contrast, "Job/Career and ELP Center" (3.35) was listed as twenty-fourth. "Students Activities" (3.33) was rated twenty-sixth.

Black/Non-Hispanic

In comparing the five highest and lowest rated student and academic support systems by Black/Non-Hispanic with the overall student sample, several differences were noted. "Specialized Academic Support Services" (3.88) was the second highest rated service. "Out-of-Class Access to Computers" (3.80) was ranked fifth. Three services were rated lower: "Orientation" (3.53), "Student Activities" (3.51) and "Financial Aid" (3.50) were rank-ordered 24, 25 and 26.

Hispanic

With the exception of one service, the Hispanic students ranked the five highest and five lowest academic and student support system the same as the overall sample. "Attractiveness of the Campus" (3.72) was classified fifth by the Hispanic students.

White

Students in this ethnic group generally rated student/academic services the same as the overall sample. This was expected since white students make up 80% of the respondents. The "Library" (4.00), "Overall Quality of Instruction" (3.84), "Overall Quality of Educational Program Content" (3.75),

"Application/Admission Process" (3.74), and "Supplemental Instructional Centers" (3.73) were the five highest rated services. Similarly, four of the five lowest rated services had identical rankings. The only difference was that the "Financial Aid Office" (3.24) was rank-order twenty-fourth by students in this ethnic group. The College sample listed this service as twenty-third with a mean rating of 3.29.

In summary, the Black, Asian and Native American students generally rated the College's academic and student services higher than White students. The services that were rated 0.4 or higher by these ethnic groups include: Black - "Academic Advising" (0.46) and "Career Counseling and Career Assessment" (0.41); Asian - "Facilities and Equipment" (0.44); and Native American - "Food Services" (0.49). The Hispanic students' ratings were similar to the White students.

COMMENTS MADE BY ENROLLED STUDENTS

The third section of the survey asked students to respond to three open-ended questions.

- What services and programs have been particularly effective for you?
- For any service you rated as "not very good" or "poor" please tell us more about your concerns.
- How can SPJC improve services to the students? Let us know your ideas.

Three thousand and fifty-six (3056, 71%) of the students responded to one or more of the questions. Many of the students made multiple comments on the questions. Forty five percent (1389) of the comments made were from the Clearwater Campus, 41% (1243) were from the St. Pete/Gibbs Campus, 12% (380) were from the Tarpon Springs/Canal Park Centers, 1% (20) were from the Health Education Center, and 1% (23) were from the Allstate Center.

In compiling the comments, it became clear that students' responses to the five highest rated and five lowest rated academic and student support services were similar. Comments that were alike from the College-wide sample were encoded and paraphrased.

Highest Rated Academic and Student Services

1. Library:

The Library staff is friendly, helpful and very knowledgeable on the different services offered by the Library. The staff is very helpful, courteous and goes out of its way to help students.

The Library is a clean, quiet and comfortable place to study and do homework. Some of the materials are out-dated but students can usually find what they need. On-line research materials are extensive and kept current.

The extended evening hours are accommodating for students with varied schedules. Having the Library open on weekends is an asset for students.

2. Overall Quality of Instruction:

Instructors are well qualified to teach in their subject areas, are interesting, have different but effective teaching styles and can relate classroom content to real world situations. They are motivated to help students who want to learn. Instructors are student oriented and available to provide additional help.

3. Overall Quality of Educational Program Content:

The content of many of the programs and related courses is viewed as being helpful as they prepare students for the workforce or further education. Several programs and student services were singled out as exceptional: Humanities, Communications, Music, Business, Veterinary Technology, Building Arts, Architectural Technology, Legal Assistant, Honors, "Out-of-Class Access to Computers" and the "Supplemental Instructional Centers".

4. Application/Admission Process:

The application and admission process is quick and convenient. Students found the staff to be very helpful. Someone is always available to help students with problems and answer questions.

5. Supplemental Instructional Centers:

The Learning Support Centers were helpful in improving students' skills so they could succeed in college level courses.

Students indicated they would not have gotten through courses without the help provided by the centers. The tutors are helpful and always available to explain things that students don't understand.

Lowest Rated Academic and Student Services

28. Parking:

There are not enough convenient parking spaces within a reasonable distance from the classrooms, especially at peak class times during the day and evening. Students often have to drive around for an extended period of time to find a parking space or park off campus. Staff and visitor parking places are frequently empty.

The process for applying for a hang tag was disorganized and confusing. Students were not informed when and why hang tags were issued.

27. Food Services (Cafeteria/Vending Machines):

The vending machines are over priced, do not offer a variety of healthful foods, are not well maintained and often do not operate properly. Without an operational cafeteria, it is hard to get good food during class breaks.

26. Student Publications (e.g., Newspaper):

It is difficult to find copies of the student newspaper and other student publications. Many students have never seen a copy of the newspaper other than at orientation.

25. General Information about Programs and Services:

Students want more information about program and support services available on the campuses, important dates and events and student activities occurring on all the campuses.

24. Career Counseling and Career Assessment:

Counselors need to spend more time with students and provide more current information on programs offered by the College. Students feel that they receive conflicting information when they meet with different counselors.

Suggestions For Improving Student Services

28. Parking:

(1) Opening more restrictive parking spaces.
(2) Reducing the number of staff and visitor parking during peak class times.
(3) Assigning student parking spots.
(4) Building a parking garage.

27. Food Services (Cafeteria/Vending Machines):

(1) Put a larger variety of nutritious and healthy foods in the vending machines.
(2) Allow fast food vendor(s) to operate on campus.

26. Student Publications (e.g., Newspaper):

(1) Place student newspaper and publications in places frequented by students.
(2) Publish a monthly flyer about student events and activities that could be sent to students.
(3) Post weekly flyers in classrooms about student events and activities.

25. General Information about Programs and Services:

(1) Publishing a weekly or frequent newsletter to inform students about the various programs and courses the College offers. Also include current information on changes in entrance requirements for programs offered.
(2) Developing a comprehensive packet for new and prospective students which introduces all of the programs, student services and activities, facilities available for student use and times they are open.

24. Career Counseling and Career Assessment:

(1) Spending more time with students and provide more information on the career options.
(2) Scheduling appointments with an assigned counselor.
(3) Providing specific and correct information and courses required for the various program/career tracts.
(4) Assigning counselors to students to reduce the amount of conflicting information students receive.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The respondents to this survey clearly identified the academic and student support services which were meeting their needs. The "Library," "Overall Quality of Instruction," "Overall Quality of Educational Program Content," "Application/Admission Process," and the "Supplemental Instructional Centers" were rated as the top five academic and student support services. Overall, the students are satisfied with the quality of instruction the College provides and the content of their educational experiences. The students indicated that the process of applying and gaining admission to the College is convenient and quick. Students also commented that the staffs of the "Library" and "Supplemental Instructional Centers" are helpful and available to assist students.

In contrast, the students identified the academic and student services that are less successful in meeting their needs along with suggestions for improving these services. "Parking," "Food services," "Student Publications," "General Information about Programs and Services," and "Career Counseling and Career Services" were the five lowest-rated services. Students commented that there are not enough parking spaces, especially at peak class times. The vending machines do not offer a healthy variety of foods and often malfunction. Student publications and other forms of college-student communications are difficult to locate and are not published on a regular schedule. The Career Counseling Office needs to spend additional time with students and counselors need to provide current information on the programs offered by the College.

When comparing the service ratings of students with different backgrounds and demographic characteristics, several differences were observed. Day students rated student/academic services higher than

evening students. The ratings for the College's services decreased when comparing students with 15 or fewer credits to students with 16 or more earned hours. Black, Asian and Native American students generally rated the academic and student support services higher than White and Hispanic students.

Recommendations

Because of class scheduling and the sampling technique, the number of students surveyed at the Health Education Center was minimal. Hence, the responses may not accurately reflect the opinion about services at the Health Education Center. In future administrations, the number of respondents will be increased by changing the procedure for identifying students.

The comments made by students in response to the last two open-ended questions[1] offer suggestions for improving four of the five lowest rated academic and student support services. "Food Service" could be improved by offering a larger variety of healthy foods in the vending machines and ensure that they are kept in proper working order. "Career Counseling and Career Assessment" could be improved in several areas. Students frequently commented that they received conflicting information when they meet with different counselors. The College should explore ways to achieve both the consistency and ready availability of information students need on career and transfer options. The concerns relating to "Student Publications" and "General Information on Programs and Services" could be improved by placing student publications and informational flyers in areas students frequent. The suggestions for improving "Parking," the lowest rated student service, will require more in-depth study.

[1] These questions read: For any service you rated as "Not Very Good" or "Poor" tell us more about your concerns? How can SPJC improve services to students? Let us know your ideas?

APPENDIX A

ST. PETERSBURG JUNIOR COLLEGE
SURVEY OF ENROLLED STUDENTS

In order to help us determine how we might improve the academic and student support services of the College, we would like your opinion about how well we are meeting your needs.
PLEASE TAKE A FEW MINUTES TO COMPLETE THIS SURVEY.

IMPORTANT
- USE NO. 2 PENCIL ONLY
- Darken blocks completely
- Make NO stray marks
- Erase *completely* any changes
- Correct Mark: 5 4 ● 2 1
- Incorrect Marks: ✓ ✗ ✗ ✗ ✗

A. TELL US A LITTLE ABOUT YOURSELF:

1 Age
- ☐ 19 and under
- ☐ 20 - 24
- ☐ 25 - 39
- ☐ 40 - 54
- ☐ 55 or over

2 Gender
- ☐ Female
- ☐ Male

3 Ethnicity
- ☐ Amer. Indian Alaskan Native
- ☐ Asian Pacific Islander
- ☐ Black Non-Hispanic
- ☐ Hispanic
- ☐ White
- ☐ Other: _____

4 How long has it been since you graduated from high school or received your GED?
- ☐ During the past year
- ☐ 1 - 3 years ago
- ☐ 4 - 5 years ago
- ☐ more than 5 years ago

5 Campus where you are receiving most of your services?
- ☐ SP/G
- ☐ CL
- ☐ TS
- ☐ EC
- ☐ AC
- ☐ Other: _____

6 Number of credits you have earned at SPJC:
- ☐ 0 - 15
- ☐ 16 - 30
- ☐ 31 - 45
- ☐ Over 45

7 Do you take most of your classes
- ☐ during the day
- ☐ in the evening

8 Identify the degree you plan to get from SPJC:
- ☐ AA
- ☐ AS
- ☐ Certificate
- ☐ None
- ☐ Other: _____

B. PLEASE RATE YOUR LEVEL OF SATISFACTION WITH EACH OF THE FOLLOWING SERVICES / OFFICES:

	+ EXCELLENT 5	4	3	2	− POOR 1	NA
9. The application/admission process	5	4	3	2	1	
10. Academic advising	5	4	3	2	1	
11. Career counseling and career assessment	5	4	3	2	1	
12. Job/career and ELP Center	5	4	3	2	1	
13. The financial aid office	5	4	3	2	1	
14. The business office	5	4	3	2	1	
15. Initial testing for placement in courses	5	4	3	2	1	
16. The bookstore	5	4	3	2	1	
17. The library	5	4	3	2	1	
18. The registration process	5	4	3	2	1	
19. Student activities (clubs and organizations)	5	4	3	2	1	
20. Orientation	5	4	3	2	1	
21. Official mailings received from the College	5	4	3	2	1	
22. General information about programs & services	5	4	3	2	1	
23. Food services (cafeteria/vending machines)	5	4	3	2	1	
24. Student publications (e.g., newspaper)	5	4	3	2	1	
25. Facilities & equipment	5	4	3	2	1	
26. Attractiveness of the campus	5	4	3	2	1	
27. Parking	5	4	3	2	1	
28. Personal safety and security	5	4	3	2	1	
29. Selection of courses offered	5	4	3	2	1	
30. Convenience of times courses are offered	5	4	3	2	1	
31. Out-of-class access to computers	5	4	3	2	1	
32. Supplemental instructional centers (e.g., Learning Support Center & Alternate Instruction Center)	5	4	3	2	1	
33. Specialized academic support services (e.g., NIPS, Project Success)	5	4	3	2	1	
34. Overall quality of educational program content	5	4	3	2	1	
35. Overall quality of instruction	5	4	3	2	1	
36. Overall rating of student support services	5	4	3	2	1	

Please Continue on Reverse Side →

BEST COPY AVAILABLE

SCANTRON

C. What services and programs have been particularly effective for you?

D. For any service you rated as "not very good" or "poor," please tell us more about your concerns.

E. How can SPJC improve services to students? Let us know your ideas!

Thank You For Your Cooperation

	St.Ptete/Gibbs		Clearwater		Tarpon Springs		Health Center		Allstate	
	N	%	N	%	N	%	N	%	N	%
Years Since High School Graduation or GED										
During past year	297	16.9	350	18.5	125	24.2	0	0.0	0	0.0
1 - 3	624	35.5	688	36.3	182	35.9	5	13.8	12	46.2
4 - 5	170	9.7	163	8.6	33	6.6	3	10.4	4	15.4
More than 5 years ago	670	37.9	694	36.6	177	33.3	22	75.8	10	38.4
Total	1761	100.0	1895	100.0	517	99.0	30	100.0	26	92.8
No Response	39	2.2	35	1.8	5	1.0	1	3.2	2	7.2
Number of Credits Earned at SPJC										
0 - 15	745	42.4	864	45.5	284	54.8	4	13.3	3	11.1
16 - 30	357	20.3	423	22.2	99	19.2	5	16.7	10	37.0
31 - 45	278	15.8	247	13.0	64	12.6	4	13.3	5	18.6
Over 45	377	21.5	366	19.3	69	13.4	17	56.7	9	33.3
Total	1757	100.0	1900	100.0	516	100.0	30	100.0	27	96.4
No Response	43	2.4	30	1.6	6	1.1	1	3.2	1	3.6
Classes Taken										
During the day	1316	74.5	1309	69.6	331	63.9	19	61.3	1	3.7
In the Evening	450	25.5	591	30.4	187	36.1	12	38.7	26	96.3
Total	1766	100.0	1900	100.0	518	100.0	31	100.0	27	96.4
No Response	34	1.9	30	1.6	4	0.6	0	0.0	1	3.6
Degree Goal at SPJC										
Associate Arts	1257	70.4	1304	67.3	353	67.4	6	17.1	1	3.4
Associate Science	443	24.7	493	25.4	142	27.3	28	80.0	25	86.3
Certificate	12	0.5	7	0.4	4	0.6	1	2.9	1	3.4
None	57	3.1	108	5.6	15	2.8	0	0.0	0	0.0
Other	24	1.3	26	1.3	11	1.9	0	0.0	2	6.9
Total	1793	100.0	1938	100.0	525	100.0	35	100.0	29	100.0
No Response	7	0.4	0	0.0	0	0.0	0	0.0	0	0.0

APPENDIX B

Background/Demographic Information By Campus

	St.Ptete/Gibbs		Clearwater		Tarpon Springs		Health Center		Allstate	
	N	%	N	%	N	%	N	%	N	%
Gender										
Female	1041	58.9	1039	54.4	335	64.3	15	48.4	10	35.7
Male	724	41.1	868	45.6	186	35.7	16	51.6	18	64.3
Total	1765	100.0	1907	100.0	521	100.0	31	100.0	28	100.0
No Response	35	1.9	23	1.2	1	0.1	0	0.0	0	0.0
Age										
19 and under	535	30.1	600	31.3	197	37.7	2	6.4	5	17.9
20 - 24	578	32.4	623	32.5	154	29.5	7	22.6	11	39.3
25 - 39	521	29.3	557	29.0	121	23.2	15	48.4	11	39.3
40 - 54	132	7.5	129	6.7	49	9.4	6	19.4	1	3.5
55 or over	13	0.7	9	0.5	1	0.2	1	3.2	0	0.0
Total	1770	100.0	1896	100.0	522	100.0	31	100.0	28	100.0
No Response	91	5.0	12	0.6	0	0.0	0	0.0	0	0.0
Ethnicity										
American Indian/Alaskan Native	23	1.3	30	1.6	5	1.0	0	0.0	0	0.0
Asian Pacific Islander	99	5.7	63	3.4	6	1.2	2	6.5	1	3.7
Black/Non-Hispanic	218	12.6	99	5.3	11	2.2	1	3.2	2	7.4
Hispanic	73	4.2	80	4.3	20	3.9	3	9.7	2	7.4
White	1275	73.5	1547	82.8	459	89.8	25	80.6	21	77.8
Other	46	2.7	49	2.6	10	1.9	0	0.0	1	3.7
Total	1734	100.0	1868	100.0	511	97.8	31	100.0	27	96.4
No Response	66	3.7	62	3.2	11	2.2	0	0.0	1	3.6

RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING
VOLUME 5 NUMBER 3 MARCH 1996

REPORT ON THE SURVEY OF ENROLLED STUDENTS
Fall 1995

The Survey of Enrolled Students (SES) is one component of a college-wide assessment system at St. Petersburg Junior College. The primary purpose of the SES is to obtain from enrolled students an overall assessment of the quality of the College's academic and student support services. Students were asked to rate 28 College services on a five-point scale, with 5 (Excellent) the most positive score and 1 (Poor) the most negative, and to respond to three open-ended questions relating to the quality of the College's academic and student support services. This report presents the findings from the first administration of the survey conducted in October 1995.

RESPONDENTS

The SES was distributed to 6,197 students enrolled in day classes or clinical sections that met at 10:10 a.m. and evening classes that were in session between 5:45 p.m. and 7:30 p.m. Students enrolled in dual credit, cooperative education, distance learning, non-credit and television courses were not surveyed. Four thousand three hundred eleven (4,311) surveys were returned for a response rate of 70%; about 27% were returned blank or incomplete; 3% were not distributed by instructors at the designated class times. Table 1 shows the student demographics of the surveyed students. With exceptions of age and degree goal, the profile of the respondents was representative of the Fall 1995 credit student enrollment demographics. With respect to these factors, the percentage of survey students 24 years or younger was a little higher (63.4%) than the fall credit student profile (51.0%). Likewise, the percentage of survey students seeking the A. S. degree (26.2%) was more than the credit student profile (15.6%).

TABLE 1

	Number	Percent
Gender		
Female	2440	57.4
Male	1812	42.6
Total	4252	100.0
Age		
19 and under	1339	31.3
20 - 24	1373	32.1
25 - 39	1225	28.6
40 - 54	317	7.4
55 or over	24	0.6
Total	4278	100.0
Ethnicity		
White	3327	79.7
Black	331	7.9
Hispanic	178	4.3
Asian	171	4.2
Am. Indian	58	1.4
Unknown	106	2.5
Total	4171	100.0

	Number	Percent
Campus Services		
St. Pete/Gibbs	1800	41.8
Clearwater	1930	44.8
Tarpon Springs	522	12.1
Health Educ. Ctr.	31	0.7
Allstate Center	28	0.6
Total	4311	100.0
Years Since H.S. Grad. or GED		
Less than 1	772	18.3
1-3	1511	35.7
4-5	373	8.8
More than 5	1573	37.2
Total	4229	100.0

	Number	Percent
No. Credits Earned at SPJC		
0 -15	1900	44.9
16 - 30	894	21.1
31 - 45	598	14.1
Over 45	838	14.1
Total	4230	100.0
Classes Taken		
During the day	2976	70.2
In the evening	1266	29.8
Total	4242	100.0
Degree Goal		
Associate Arts	2921	67.6
Associate Science	1131	26.2
Certificate	25	0.5
None	180	4.2
Other	63	1.5
Total	4320	100.0

RATINGS ON SERVICES

Table 2 shows the mean scores for all academic and student support services ranked in order of score and of usage and the number of respondents for each item. The mean ratings of students on quality of services ranged from a

high of 4.01 for the "Library" to a low of 2.48 for "Parking". A review of the responses strongly indicates when students rated "Career Counseling and Career Services" (ranked 24), they were rating the services provided by academic advisors and the counseling area. When comparing the service ratings of students with different background and demographic characteristics, several differences were seen. Day students rated student/academic services higher than evening students. Students with 15 or fewer credits rated College services lower than students with 16 or more earned credit hours. Black, Asian and Native American students generally rated the academic and student support services higher than White and Hispanic students. In order to obtain an indication of the student usage of each academic and support service, the number of respondents rating the services was calculated. Using this proxy as an indicator of student usage it was interesting to note that: (1) "Library" services ranked first in terms of quality but twelfth in usage; (2) "Overall Quality of Instruction" and "Application/Admission Process" ranked among the first five in terms of both quality and the number of students evaluating these services; (3) "Supplemental Instructional Centers" ranked fifth in terms of quality but twenty-fifth in terms of usage; and (4) "Parking" ranked last in terms of quality and seventh in terms of usage.

The comments made by the respondents to the open-ended questions provided additional insight into the ratings given by the students. Students commended the helpfulness and availability of the staffs of the Library and Supplemental Instructional Centers and the conveniences and speed of gaining admission to the College. In contrast, they criticized the lack of parking spaces (especially at peak class times), and noted the difficulty in obtaining student publications, and the lack of a regular publication schedule. They asked for a healthier variety of foods from Food Service and cited the frequency of malfunctions of the vending machines. More current information on the programs of the College was requested, along with the desire to have counseling staff spend more time with the students.

TABLE 2

Academic and Student Services	Satisfaction Mean Based On 5-point Scale	Satisfaction Rank By Mean	Number Responded	Usage Rank
Library	4.01	1	4081	12
Overall quality of instruction	3.83	2	4235	2
Overall quality of educational program content	3.75	3	4206	8
Application/admission process	3.74	4	4246	1
Supplemental instructional centers	3.73	5	2963	25
Personal safety and security	3.69	6	4164	10
Attractiveness of the campus	3.67	7	4201	9
Selection of courses offered	3.61	8	4211	6
Bookstore	3.59	9	4234	3
Business office	3.57	10	3526	18
Official mailings received from the College	3.56	11	4033	14
Specialized academic support services	3.56	12	2049	28
Overall rating of student support services	3.54	13	3542	17
Out-of-class access to computers	3.53	14	3418	22
Registration process	3.51	15	4216	5
Convenience of times classes are offered	3.49	16	4219	4
Initial testing for placement in courses	3.44	17	3896	16
Job/career and ELP Center	3.43	18	2591	26
Facilities and equipment	3.43	19	4005	15
Student activities	3.39	20	2508	27
Orientation	3.38	21	3433	21
Academic advising	3.35	22	4100	11
Financial aid office	3.29	23	2970	24
Career counseling and career assessment	3.28	24	3447	20
General information about programs and services	3.28	25	4070	13
Student publications	3.25	26	3135	23
Food service	3.16	27	3475	19
Parking	2.48	28	4207	7

CONCLUSION

Many valuable insights were gained about the services and programs offered by the College from this survey. Plans are to administer it annually during the Fall semester so that we continue to learn how students rate the academic and student support services of the College in order to improve their quality and as an aid to unit planning at the departmental level.